DOCUMENT RESUME

ED 381 467 SO 024 837

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TITLE What Happened to Magruder's American Government? The Evolution of a Popular Textbook, 1970-1992.
PUB DATE 93
NOTE 20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 1993).
PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Content Analysis; Course Content; Curriculum Research; High Schools; Instructional Materials; *Program Content; Programmed Instructional Materials; Social Studies; *Textbook Content; Textbook Research; *Textbooks; *United States Government (Course)
IDENTIFIERS Magruders American Government

ABSTRACT

This content analysis study explored the impact of recent decades on the appearance, content, content emphasis and textbook features of 1970 edition and the 1992 edition of "Magruder's American Government." This volume has been the leading high school government textbook ever since it was first published in 1917. The study pre-selected six topics to examine for consistency or change of content and content emphasis in the editions. The six topics were civil rights, presidency, federalism, voting, government finance, and international issues. Illustrations, appearance, format, and text also were analyzed. The study found the results of the two research analysts were quite similar. Limitations of the study and overall conclusions are discussed. (EH)

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What Happened to Magruder's American Government? The Evolution of a Popular Textbook, 1970-1992

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PRELIMINARY FINDINGS

Paper Presented at the NCSS Annual Meeting
Nashville, TN
1993

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Ronald A. Banaszak

Introduction

This research project compared the 1970 and 1992 editions of *Magruder's American Government* to determine how the text had evolved. During the years between these two editions enormous changes occurred in the United States and in expectations of textbooks. The researcher sought to explore changes in appearance, content, content emphasis and textbook features.

Evidence is clear that textbooks have a powerful influence over classroom practice. One study concluded, "In most elementary and secondary schools, textbooks are important bases of curriculum planning, particularly in decisions about the scope and sequence of course content." (Project SPAN Staff, 1982) A history of American textbooks by the American Textbooks Publishers Institute concluded accurately, though self-servingly, "Not in Horace Mann's day . . . nor now, could there be found a school or school system capable of functioning for so long as a single term without the sustaining imperative aid of textbooks." (1949, 12) John Goodlad's study of schooling revealed that 88 percent of senior high students use textbooks. (Wright, 1980) Another study found that about 60 percent of classroom time involved the use of printed materials, mostly textbooks. (EPIE, 1977) Textbooks account for at least three-quarters of students' exposure to the written word in school. (Keith, 1991) And about half of all social studies teachers use only a single basal text. (Wiley, 1977) It is safe to state that a majority of classroom dynamics is shaped by the selected textbook. Thus the content of textbooks is an important topic for research.

The textbook industry in the United States is composed of privately owned and operated companies who engage in a quasi-public function in openly competitive markets to generate profits. Textbooks in the United States are not produced by government agencies (though government funding has supported the development of innovative materials) or quasi-government development groups as in many other countries, but by market-driven independent companies. The textbook industry has a long history. Coote's *The English Schoolmaster,* first issued in London in 1596, is the earliest imported spelling book. The first textbook issued in America was a spelling book published by Stephen Daye between 1641 and `643. Other textbooks followed, but by far the most influential and successful was *The New England Primer.* Copies could be found in almost every home, usually near the Bible. In the 1740's The Christopher Sower Company, the first textbook publishing house in America, was established. In

his early 20's, Noah Webster wrote his first textbook, a spelling book. Other spellers and reading books became common. By the middle of the nineteenth century graded series of textbooks were being published. The most successful series in the 1800's was a series of readers written by Dr. William Holmes McGuffey. By 1920 when the series was still being used, over 122 million copies of the seven readers had been sold. *The New England Primer*, Webster's *Speller*, and McGuffey's *Readers* dominated the first 150 years of textbook publishing in the United States.(Textbooks, 1949)

No textbooks have equaled their success since and none probably ever will again, but *Magruder's American Government* has been the leading high school government textbook ever since it was first published in 1917. Certainly no other social studies textbook has been so successful. It is currently published in a new edition annually instead of the more normal revision cycle of every four to six years. Given the changes that have occurred since 1917, the consistent sales of the text are quite remarkable. Yet since current copyright law requires only a five percent change, a new edition could be regularly published, but the content might actually change little.

This study explored the impact of recent decades on the appearance, content, content emphasis and textbook features of *Magruder's American Government*. The 1960's were a decade of turmoil. From the U2 incident, through the election and assignation of Kennedy, the Great Society, school integration, the Viet Nam Conflict to the election of Nixon, the 1960's were unpredictable. In addition, the 1960's were a period of experimentation in social studies education. The 1970's and 1980's were no less remarkable for being unpredictable. One of the purposes of this study was to determine to what extent these societal events and changes in social studies may have effected *Magruder's American Government*.

For convenience, the 1970 edition will be referred to in this paper as 1970 and the 1992 edition as 1992.

Procedure

Many comparisons were made between the two editions. The comparison was made by a social studies graduate student and a social studies professor. The researchers independently studied the two texts and reached their conclusions. After completing their analysis, their conclusions were found to be quite consistent. In cases of inconsistency, the results were discussed until consensus was reached. To determine general editorial changes, the Table of Contents of both books was compared. Chapters were compared to determine changes in the appearance and format of the text. To determine the percent of text devoted to illustrations, ten randomly selected portions of the text, each ten pages long were chosen. Researchers were careful to exclude from this

analysis pages containing end of chapter exercises. The portion of these 100 pages devoted to illustrations of any type was counted. The total space used for illustrations was calculated as a percentage of the 100 pages. To determine the number of words per page, the words in five randomly selected ten line passages were counted. They were averaged to determine the average number of words per ten lines. Then that number was multiplied by the number of lines on a page completely devoted to narrative.

To help determine the extent of consistency or change of content and content emphasis between the two editions, six topics were examined in detail. The content related to these topics was identified using the table of contents and index in each text. Every identified passage was compared paragraph by paragraph. Detailed notes were kept of the paragraph by paragraph comparison. Both researchers identified the passages and analyzed them independently. Then their results were compared. There was little disagreement. In cases of inconsistency, the researchers reexamined the passages and discussed them until consensus was reached.

Appearance and Features

The two editions are approximately the same dimensions, though 1992 is .5 inch wider and taller. Table One summarizes the physical characteristics of both editions. The most striking difference is the much more attractive appearance of 1992. The cover is in full-color with flags waving. An abstract design and muted colors are used on the cover of 1970. The colorful appearance continues inside 1992. Virtually every page has at least one second color and all illustrations are in full color. By contrast, 1970 has only one full-color illustration, a map of the United States, and most pages have no second color. When a second color is used, it is a dull, yellow-orange. The overall effect makes 1992 appear more exciting and inviting, compared to the dull appearing 1970.

Table One About Here

Color in 1992 is not just for appearance. Headings and subheadings are printed in different colors in a consistent pattern allowing students to quickly see the chapter's outline. Chapters are clearly divided into numbered sections that begin with advance organizers and end with review questions. Chapters in 1970 are also divided into sections, but in the form of an outline rather than a teachable portion of the text. Sections in 1992 are more clearly viewed as a self-contained lesson. The 25 chapters in 1992 are grouped into seven units. In 1970, there is no unit arrangement of chapters. Instead the 43 chapters are grouped into three parts, "Foundation and Principles of American Government,"

"National Government," and "State and Local Governments." Average chapter length in 1970 is 17.2 pages compared to 26.8 pages in 1992.

The four-color illustrations in 1992 are plentiful. About 28 percent of 1992 is illustrations, including photographs, graphs, charts and tables. Only 17 percent of 1970 is illustrations. Yet because there are more words per page in 1992 (732 words per page) compared to 1970 (702 words per page), the amount of narrative is more modestly reduced by about nine percent.

1992 appears to be more student friendly in a number of ways. In addition to the use of color and the more obvious outline of the chapters, new features have been added. These are summarized in Table Two. Each chapter has advance organizers. A "Chapter Preview" introduces the chapter. It also asks students to think about the content of the chapter before reading it. For example, at the beginning of the chapter on civil liberties, students are asked to "Describe your definition of justice. Predict what might occur if safeguards for people accused of crimes did not exist." (516) The preview continues to point out the main objective of each section. Each section of each chapter has cueing questions and a list of key terms. At the end of each section, factual recall questions are asked and one critical thinking question. For example, the question at the end of the section dealing with due process of law asks students, "Considering the constitutional right to privacy, do you think it is proper for a State to use its police power to promote morals among its citizens?" (520) The end of chapter exercises in both editions are similar. At the end of each chapter in 1992 is a "Chapter-in-Brief" section that reviews the key content in each section of the chapter. End of chapter exercises covers key terms and factual information. Also included are several critical thinking questions and involvement exercises. 1970 had a "Summary" at the end of each chapter, terms to define, factual review questions, questions for discussion and suggested activities. Missing from 1992 is the list of suggested readings for each chapter that 1970 had. Instead, 1992 has suggested readings by unit in the Government Resources Handbook.

Table Two About Here

Sprinkled throughout 1992 are new special features. 1970 had no special features. The following types are included in 1992:

- "Debating Key Issues" Each focuses on an important Supreme Court case such as Hazelwood v. Kuhlmeier, Gregg v. Georgia, Feiner v. New York, United States v. Nixon, Tinker v. Des Moines, and others.

- "What You Can Do" Each is an example of student participation in government. Stories deal with an environmental campaign, changing a state

law, helping victims of natural disasters, volunteering for community service, and others.

- "Voices on Government" These 25 quotations from prominent Americans offer opinions, views and comments on the American political system. Included are Antonia Hernandez, James Madison, Jack Kemp, Martin Luther King, Jr., George Gallup, Ralph Nader, Jimmy Carter, George Bush, Colin Powell, Natalie Koulik and many others

- "Skill Lessons-Critical Thinking" These exercises focus on expressing problems clearly, drawing conclusions, identifying central issues, determining relevance, distinguishing fact from opinion, recognizing cause and effect, making comparisons, and similar thinking skills.

- "Skill Lessons-Citizenship" These exercises focus on citizen political actions such as how to work in groups, how to file a consumer complaint, how to start a small business, how to write to your legislators and how to file a claim in small claims court.

The appendix of 1992 contains many more items than the one in 1970. The 1970 appendix is limited to historical documents of the Declaration of Independence, The Articles of Confederation, and The Constitution of the United States of America. 1992 has the same documents, but also includes a Government Resources Handbook, U. S. Data Bank, World Data Bank, Outline of the Constitution, eight other historical documents (ranging from the Code of Hammurabi, through several Federalist Papers to the Emancipation Proclamation), Supreme Court glossary of important cases, and glossary. The Government Resources Handbook is especially important and will be commented on more extensively in the next section.

General Editorial

Even a cursory examination of 1970 and 1992 will establish that they are different editions of the same text. That is not to say that significant changes have not been made (they have!), but the basic content flow is more alike than different. Both begin with general chapters on the principles of government, the origins of American government, the Constitution and federalism. Chapters follow that deal with political parties, voting, the electoral process, public opinion and pressure groups. Next the legislative branch, executive branch and judicial branch are treated in that order. Both end with state and local government.

Of course, 1992 has been updated to cover contemporary political developments. Both books even have a final section titled "Stop the Presses" in which very recent events are covered. For 1970, this section contains items on approval of a lottery system for selective service, tax reform, start of the SALT talks, census bureau estimates, return of Okinawa to Japan, creation of Department of Housing and Urban Development, and others. This feature in 1992 includes the latest information on the dissolution of the Soviet Union, several recent Supreme Court cases, Federal Election Commission funding for campaigns, a cabinet appointment and census bureau estimates. In both editions page references are included for related content in the body of the textbook.

Most of the same content is present in both editions, but it has been reorganized some. The number of chapters has been reduced from 43 in 1970 to 25 in 1992. This was accomplished by rearranging and combining content. In many cases, 1970 chapters were incorporated with the old chapter titles appearing as sub-headings in 1992 chapters. In some cases, 1970 content was omitted. In the following discussion of six topics, specifics will be provided.

There is a major shift in content emphasis between 1970 and 1992 from a focus on structure and function of government to one on how government actually works. The detailed description of executive departments and regulatory commissions contained in 1972 was shortened considerably. 1970 devotes thirteen chapters or 190 pages, 25.7 percent of the chapter narrative to executive departments and regulatory commissions. 1992 covers them in one full chapter and in the Government Resources Handbook, a total of 38 pages (5.6 percent of the chapter narrative). Of course, 1992 does not provide nearly as much detail, but still clearly describes each in sufficient detail so students can understand their function.

State and local government also receives much less attention in 1992. 1970 has ten chapters (144 pages or 19.5 percent of the chapter narrative) while 1992 has only two chapters (56 pages or 8.4 percent of the chapter narrative). In this reduction, coverage of state constitutions is reduced from a 12 page chapter to one page. State legislatures, governorship, state courts, and financing state government are each reduced from a chapter to a section within a chapter. There is no coverage of rural local government in 1992, but an entire chapter is devoted to this topic in 1970. 1992, however, sensibly discusses state services in one section; in 1970, the discussion is spread over several chapters. City planning is left out of 1992, as is much of the discussion of state and local agencies.

These reductions shift 35.8 percent of chapter narrative away from federal agencies and state and local government and permit extended coverage of other topics. Two new chapters have been added dealing with comparative political

and economic systems (53 pages). These topics are briefly treated (16 pages) in 1970 in chapter one. These new chapters cover the political systems of Great Britain, Japan, Mexico and the former Soviet Union. The economic chapter discusses capitalism, socialism and communism. Extended coverage is provided of other topics such as civil rights, voting and international issues. These topics are further detailed in the next section of this report.

Anther significant change is the tone of the narrative. 1970 is written in typical stilted textbook prose using scholarly terms and the specialized language of political science. 1992 narrative is written in a more direct, less "haughty" style. A concerted effort was made to substitute words that would be familiar to students. Thus "compensation" (1970) becomes "pay and benefits" (1992), "suffrage" (1970) becomes "voting" (1992), and "the national judiciary" (1970) becomes "the federal court system" (1992). The change is so dramatic that the two editions read as if they were written by two different authors. As a result 1992 is much more readable. Listed below are parallel passages from the two editions to document the change.

"Jurisdiction may be defined as the right of a court to hear and determine (to *try* and *decide*) a case. Under Article III the federal courts have jurisdiction over a case either because of (1) the subject matter involved in the case or (2) the parties involved in the case." (1970, 570)

"The constitutional courts hear most of the cases tried in the federal courts. That is, those courts have jurisdiction over most federal cases.

"The word **jurisdiction** is defined as the authority of a court to hear and decide a case. The term means, literally, the power 'to say the law.'

"The Constitution gives the federal courts jurisdiction over certain cases. Article III, Section 2 provides that the federal courts may hear a case either because of (1) the subject matter or (2) the parties involved in the case." (1992, 462)

"Obviously, the democratic concept of equality does not claim that all men are born with the same mental or physical abilities. Nor does democracy argue that all men are entitled to an equal share of worldly goods. It does insist, however, that all men are entitled to : (1) *equality of opportunity* and (2) *equality before the law*. That is, the democratic concept of equality holds that no man should be held back for any such artificial or arbitrary reasons as those based on race, color, religion, or economic or social status; that each man should be free to develop himself as fully as he can (or he cares to); and that each man should be treated as the equal of all others under the law." (1970, 12)

"Certainly, democracy does not insist on an equality of condition for all persons. Thus, it does not claim that all are born with the same mental or

physical abilities. Nor does it argue that all persons have a right to an equal share of worldly goods.

"Rather, the democratic concept of equality insists that all are entitled to (1) equality of opportunity and (2) equality before the law. that is, the democratic concept of equality holds that no person should be held back for any such arbitrary reasons as those based on race, color, religion, or sex. The concept holds that each person must be free to develop himself or herself as fully as he or she can (or cares to) and that each person should be treated as the equal of all other persons by the law." (1992, 16)

"Legally, only a member may introduce a bill in either house of any State legislature. So, in a legal sense, it may be said that legislators themselves are the source for the thousands of measures introduced each year. But, in a broader view, legislators are the actual source for only a relative handful of bills.

"A large number of bills come from *public sources;* that is, they originate with various officers and agencies of the State and a State's many units of local government. The governor's office is generally the prime source for legislation. Every governor has a legislative program of one kind or another, and frequently the governor's desires are both ambitious and extensive. His proposals are usually expressed in campaign speeches, inaugural addresses, messages to the legislature, and the budget he submits to each session. His desires are expressed in less formal terms, too, as he exerts his political influence on the legislative process." (1970, 627 & 629)

"Legally, only a member may introduce a bill in either house in any of the State legislatures. So, in the strictest sense, legislators themselves are the source of all measures introduced. In broader terms, however, the lawmakers are the real source, the authors, of only a relative handful of bills.

"A large number of bills come from public sources, from officers and agencies of State and local government. Every governor has a legislative program of some sort--and often an extensive and ambitious one." (1992, 636)

Magruder's has traditionally used many explanatory footnotes to annotate the narrative. Both 1970 and 1992 use explanatory footnotes extensively. While characteristic of Magruder's, the use of these footnotes is unusual in a high school textbook. The footnotes give Magruder's a scholarly tone and allow the narrative to flow more freely without incorporating the details contained in the footnotes in the narrative.

Magruder's also has traditionally used Supreme Court cases extensively to show the latest legal interpretation. That tradition still remains intact in 1992. Cases

are used most liberally when dealing with civil rights, but are present where ever pertinent.

Content Analysis

To help determine the extent of consistency or change of content and content emphasis between the two editions, the researchers independently did a detailed comparison of the narrative covering six topics. The six topics were chosen for their potential to reflect the impact of social changes in the United States during the 1970's and 1980's upon the textbook. The six topics were civil rights, presidency, federalism, voting, federal court system, government finance and international issues.

The line-by-line comparison showed that each topic had been updated for current developments. Since *Magruder's American Government* is updated annually, rather than the more standard revision rate of every four to six years, the two editions studied were 21 revisions apart. Therefore, there was potential for extensive revisions.

Though two topics showed little change between 1970 and 1992 (presidency and federalism), the other five topics showed more extensive revision. Civil rights was revised the most.

Presidency.

The presidency is covered in chapters 16 and 17 in 1970. Chapter 16 is a description of the office of the president. It also discusses the office of the vice president. Election procedures, constitutional provisions, electoral college system, and the impact of the rise of political parties are also included. Chapter 17 is titled "The Presidency in Action" and includes such topics as the cabinet, presidential powers and reorganization of the executive branch. These sub-headings cover the structure of the executive branch of government and the power given to the president and other members of the executive branch.

Practically the same material is covered in 1992. Both chapter titles are the same and almost all subheadings. The same information is presented in both, though there has been some reorganization of the content. For example, treatment of the cabinet is moved from the beginning of the chapter to the end in 1992. And, of course, 1992 has been updated for recent events.

Federalism.

Federalism is covered in chapter 4 of both editions. 1970 devotes 18 pages and 1992 23 pages to this topic. The additional pages do not reflect more in-depth

coverage. Instead, the greater use of illustrations and features explains the difference. There is no shift in emphasis or change in scope of the material between the two editions. Of course, 1992 is updated for new events. Thus Reagan's shift towards block grants for states in the early 1980's gets a brief mention in 1992.

Civil Rights.

The topic of civil rights shows the greatest difference between 1970 and 1992 of any other topic analyzed in this research. One obvious difference is the expansion from one chapter in 1970 (23 pages) to three chapters in 1992 (88 pages). The single chapter in 1970 is titled just "Civil Rights;" the three chapters in 1992 are titled "Civil Liberties: First Amendment Freedoms," "Civil Liberties: Protecting Individual Freedoms," "Civil Rights: Equal Justice Under Law." Combined with a chapter describing the federal court system, these three chapters in 1992 comprise the unit title "The Judicial Branch." Coverage of civil rights is moved later in 1992. In 1970, the discussion of civil rights is in chapter 6; in 1992, the discussion is in chapters 19, 20, and 21. In both editions numerous court cases are discussed, but the revisions and additions made to 1992 make those chapters read like a law-related text.

All of the content of 1970 is present in 1992. It has been rearranged to fit into the three general topics of the 1992 chapters. 1992 introduces the term civil liberties which does not appear in 1970. For each of the following topics, the listed information has been added in 1992:

Chapter 19
Freedom of Religion
- released time
- prayers and the Bible
- student religious groups
- education
- seasonal displays
- chaplain in Congress and the state legislatures
- tax exemptions
- state aid to parochial schools
- the *Lemon* test
- free exercise of religion

Freedom of Speech and Press
- obscenity
- prior restraint
- confidentiality
- symbolic speech
- commercial speech

Freedom of Assembly and Petition
- time-place-manner regulations
- demonstrations on public property
- right of assembly and private property
- freedom of association

Chapter 20
Due Process of Law
- right of privacy
- abortion

Freedom and Security of the Person
- automobiles
- the exclusionary rule
- wiretapping

Rights of the Accused: Punishment
- capital punishment

1992's Chapter 21 is without a counter part in 1970. It is a completely new chapter as 1970 had only two pages devoted to equality. Chapter 21 has one section devoted to diversity in American society, the application of the equal protection clause of the 14th Amendment and federal civil rights legislation for the last thirty years. The final section deals with citizenship, naturalization, aliens and immigration policy.

Civil rights is treated in much more detail in 1992 both through the inclusion of new topics and through a more detailed presentation of content present in 1972. Further, there is a focus on contemporary policy debates such as capital punishment, abortion and sex discrimination.

Voting.

Voting is treated in a single chapter in both editions. The content of these chapters is almost identical for the first three sections. These cover the historical development of the right to vote in the United States, voter qualifications, and civil rights related to voting.

Section four in both editions deals with nonvoting. Though both sections have similar titles and subheading, there is little similarity in the treatment of the content. 1970 deals with the number of nonvoters and then focuses on reasons

for nonvoting. 1992 covers the same topics, but the narrative is completely different.

Nonvoting in state and local elections, nonvoting for lower offices and structural causes of nonvoting (traveling, newly moved, not satisfying voter registration requirements) are included in both. The tone of the discussion is quite different. 1970 preaches:

> "Even with all of the reasons we've just listed, the *chief cause* for non-voting--the reason why over 20,000,000 persons did not vote in 1968--is a quite simple one: *a lack of interest*.
>
> "Those persons who lack sufficient interest to vote--who are indifferent and apathetic, who just cannot be bothered--are usually uninformed. They are often unaware of even the basic and relatively simple facts concerning an election and ignorant of the precious significance of the right to vote. The fact that such persons often do stay away from the polls might well be counted among our blessings--for, surely, elections are not intended to be polls of the indifferent, the lazy, or the ignorant." (156)

In contrast, 1992 is descriptive:

> "On the surface, the chief causes of nonvoting appear to be a lack of interest, indifference, and apathy. A solution to the problem of nonvoting, though, requires a deeper look at its roots an causes.
>
> "The people most likely to vote display such characteristics as higher levels of income, education, and occupational status. They are usually well integrated into community life. They tend to be long-time residents who are active in or at least comfortable with their surroundings. They are likely to have a strong sense of party identification, believe that voting is an important act, and are subject to few cross-pressures--contradictory, competing influence--that would discourage their participation. They are likely to live in those States and locals where laws, customs, and competition between the parties all work to promote turnout. The opposite characteristics produce a profile of those who are less likely to vote. Nonvoters are likely to be younger than age 35, unmarried, and unskilled. More nonvoters live in the South and in rural, rather than urban or suburban, locales."(142-144)

The judgmental tone of 1970 is completely absent from 1992. Instead, 1992 continues in the next section to discuss factors that influence voting behavior. These factors include income, occupation, education, sex, age, religious and ethnic background, geography, family and other group affiliations,

party identification, and candidates and issues. This discussion is quite effective. 1970 has no similar section.

Government Finance.

In both editions, government financing is treated in a single chapter. 1992 covers the topic in greater depth (16 pages) than does 1970 (12 pages). Both chapters deal with the power to tax and types of taxes. 1970 defines taxes and explains procedures for filing income taxes including the forms to be used and other very specific details. 1992 does not provide such detail (though it has a special feature on how to file individual income taxes). It also defines regressive taxes, a term that does not appear in 1970.

1992 discusses the public debt and deficits. Curiously, the term "deficit" does not appear in 1970. The only discussion of debt in 1970 is in the context of the agencies that monitor it. The change in emphasis is demonstrated in the illustrations. 1970 prints part of the 1040 Individual Income Tax Return form while 1992 has a charts listed public debt in selected years and a chart showing federal expenditures and receipts.

1992 ends with discussion of federal spending. This topic is not covered in one place in 1970. Discussion of spending is scattered throughout the text as agencies and bureaus are covered, but never dealt with in detail. 1992 discusses entitlements and the difficulty the federal government has in controlling its expenditures. A chart shows federal spending by agencies from 1988 to 1992 (estimated). Interestingly, one of the largest percentage budgetary increases is the legislative branch, from $1.9 billion in 1988 to $3.0 billion in 1992.

The coverage of government financing is more focused on income and expenditures in 1992. It makes sense to discuss income and expenses in the same chapter, especially when the deficit is such a popular topic today.

International Issues.

There is an increased attention to international issues in 1992. The treatment of U.S. foreign policy has been reduced slightly from two chapters and part of another (46 pages) in 1970 to one chapter and a section in another (39 pages) in 1992. The treatment of the President's diplomatic and military powers is essentially the same in both editions, except for the coverage of undeclared wars and related legislation. This legislation did not exist in 1970 and undeclared wars was not discussed, even though the U.S. was in the midst of Viet Nam.

1992 has less emphasis on regional defense treaties and agencies of foreign policy. The treatment of the United Nations is reduced. 1970 had much detail on how the UN functions and its various agencies. 1992 explains the purpose of the UN and how it takes action. 1992 includes in the chapter on foreign policy a description of the Department of Defense, Department of State and other foreign policy agencies. This treatment is much less extensive than 1970's which requires two complete chapters.

In other ways, 1992 shows a greater interest in international issues. As noted earlier, two new chapters on comparative government and comparative economics have been added to 1992. Also, there are fifteen special features on global awareness--charts & graphs that compare governments around the world. This information is typically linked to content about the U.S. For example, the timeline showing revolutions around the world is adjacent to passages describing the American revolution and the establishment of the Constitution.

Limitations of the Study

This study is limited in several ways. It only compares two editions of a textbook that has been continuously published since 1917. The changes that the researchers noted are described, but the reasons for those changes can not be determined from an analysis of the textbooks. At least some of the changes may have been made to remain competitive with other government textbooks. Those changes might reflect no change in the author/editor perceptions of what a good government textbook should contain. Many of the differences noted between the 1970 and 1992 editions were certainly implemented in intervening annual editions, but from the analysis of these two editions it is impossible to determine when the changes were first implements.

The content analysis focused on only eight topics. The selection of different topics might have resulted in different conclusions. Further, the analysis was done by two researchers. Other researchers might arrive at different conclusions from the comparison of the content of these two editions.

Conclusions

The 1970 and 1992 editions of *Magruder's American Government* have much in common, but the 1992 edition has evolved significantly. 1992 is clearly in the tradition of 1970, but It is a much more attractive text and the content emphasis has shifted to treat topics of concern to contemporary students. Specifically, there is less emphasis on structure of government and more emphasis on government process. The detailed discussion of executive agencies in 1970 has been reduced dramatically. The treatment of state and local government has

also been reduced dramatically. These reductions have created space for the inclusion of additional features and coverage of new topics. Especially noteworthy is the extensive revision and expansion of the treatment of civil rights and the addition of chapters on comparative government and economics.

The entire text has been extensively edited to update content and to have a more conversational editorial tone. Every chapter and almost every paragraph examined in this study was revised. While in many cases the same content was presented, the change in editorial tone required rephrasing.

The most obvious change between 1970 and 1992 is the appearance of the two books. 1970 is drab and almost colorless. 1992 uses color very effectively. Full-color illustrations are used throughout and colored headings and subheading allow students to easily see the topical arrangement of the chapter. In addition, advance organizers have been added, chapters have been clearly divided into sections with end of section exercises, and special features have been sprinkled throughout the text.

The result of these changes is a very modern appearing text. 1992 is up-to-date and shows a new focus on government process, rather than structure and function of government. While both editions are clearly the same text, there have been dramatic differences made between 1970 and 1992 in *Magruder's American Government*.

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TABLE 1

Physical Comparison of the 1970 and 1992 Editions of Magruder's American Government

	1970	1992
Size	7.5" x 9.5"	8" x 10.25"
Number of Pages	792	798
Table of Contents	3 pages	10 pages
Index	24 pages	17 pages
Illustrations as Percent of Text	17.2	28
Narrative Pages	633	552
Number of Words Per Page	702	732
Total Words in Narrative	444,366	404,064
Use of Color	Four color maps of U.S. Some use of second color	All four-color illustrations. Use of colored headings and subheadings.

TABLE 2

Comparison of Features of the 1970 and 1992 Editions of Magruder's American Government

	1970	1992
Appendixes	Declaration of Independence Articles of Confederation Constitution of the U.S.	Government Resources Handbook U.S. Data Bank World Data Bank Declaration of Independence Outline of the Constitution Constitution of the U.S. Historical Documents Supreme Court Glossary Glossary
Student Study Aids	Introductory Paragraphs (informal) Summary (at end)	Chapter Preview (at start) Chapter-in-Brief (at end)
End of Section Exercises	None	Factual Review Critical Thinking Question
End of Chapter Exercises	Important Terms Questions in Brief Questions for Discussion Suggested Activities Suggested Reading	Vocabulary Main Ideas Critical Thinking Getting Involved
Other Features	None	Debating Key Issues What You Can Do Voices on Government Global Awareness Political Art Skill Lessons-Critical Thinking Skill Lessons-Citizenship